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ABSTRACT

Designed to provide teachers with a listing of sequentially ordered objectives in specific language arts areas, this kindergarten teaching guide was developed in Plano, Texas, as part of an elementary series keyed to the reading, language, spelling, and handwriting books used in that district. Divided according to visual, auditory, and verbal skills, this guide lists objectives, district curriculum resources, and supplementary resources, and offers specific teaching ideas accompanied by illustrations of required visual materials. (MAI)

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L A N G U A G E A R T S

T E A C H I N G G U I D E

L E V E L K

PLANO INDEPENDENT SCHOOL DISTRICT

JUNE, 1976

Plano, Texas

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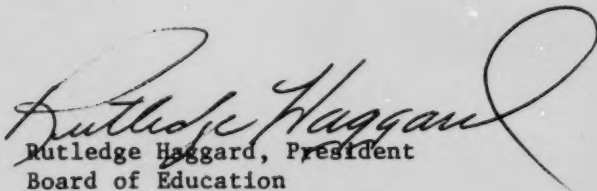
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CS204 554

FOREWORD

The Language Arts Teaching Guide has been developed to provide teachers a listing of sequentially ordered objectives in all of the language arts areas. These objectives are keyed to readers, the language textbook, the speller, and the handwriting book. Additional teaching ideas are given for each objective. Some materials are available to the teacher in her classroom and others are in the school library. Diagnostic tests are also provided for each objective. These tests are in a file folder.

As students progress through the list of objectives they will acquire personal development in new skills or improve old ones in the areas of listening and speaking, vocabulary, word attack, structural analysis, comprehension, punctuation and capitalization, grammar and usage, composition, and study skills.


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The school board, the administration and the instructional staff wish to express their appreciation to those teachers who served as a member of the writing committee for this guide. Fourteen schools in the district were represented on the committee.

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PHILOSOPHY

Plano Public Schools

We, the faculty and Board of Education, believe that the program of the Plano Public Schools should be adequate to meet the needs of both the college-bound student and the terminal student. We believe that it is our responsibility to help each student discover his strengths and weaknesses, to choose realistic goals, and to choose wisely his educational experiences.

We believe that our total school program should provide continuous opportunities for all students to learn democratic principles through democratic experiences.

We believe that an essential part of the program in each classroom should be to help every student develop the proper communicative skills: listening, reading, spelling, and oral and written composition.

We believe that our schools should make available to each student in each grade a well-developed, continuous program -- properly coordinated from grades one through twelve -- in the following curriculum:

- The Language Arts
- The Mathematics
- The Social Sciences
- The Sciences
- The Fine Arts
- The Vocations
- The Health and Physical Developments

We believe that this curriculum should be supplemented with appropriate co-curricular activities at each grade level and that every student be encouraged to participate.

We believe that it is the responsibility of each faculty member to promote in every student high moral values, respect for spiritual values, a desire to be a useful citizen, and an appreciation for our American Heritage.

GUIDELINES FOR USING THE LANGUAGE
ARTS TEACHING GUIDE
K-6

The Language Arts Teaching Guide makes teachers aware of what language arts skills are to be taught at different levels in the Plano Schools. It tells them what textbooks and other teaching materials are available to teach each objective. The objectives are sequentially ordered by grade level. The same outline is used for grades one through six. It is as follows: VOCABULARY, WORD ATTACK SKILLS, STRUCTURAL ANALYSIS, COMPREHENSION, PUNCTUATION and CAPITALIZATION, GRAMMAR and USAGE, COMPOSITION, and STUDY SKILLS.

Diagnostic tests for skills taught in the first four sections are provided for teachers in file folders.

The district provides a Language Resource Lab of teaching masters for the last four areas.

The librarian in each school has teaching materials that can be used in teaching the STUDY SKILLS section.

The (*) preceding an objective, indicates that the objective has been introduced at a previous grade level. Not all students or groups of students will be able to complete with satisfaction all skills of a given grade level.

A record of skills completed is kept by all reading teachers. The teacher will be provided a class record chart on which to check skills that are mastered. The test file will help the teacher keep this class record.

The curriculum department also provides help from the coordinators in interpreting test results grouping, or choosing teaching techniques for any teacher or principal.

It is very important that students have formal instruction in skills not mastered, review of skills gained, practice in reading, and many opportunities to practice writing skills. The COMPOSITION program is to be emphasized throughout all levels throughout the school year.

KINDERGARTEN

KINDERGARTEN

OBJECTIVE	ALPHA TIME	MACMILLAN
VISUAL SKILLS The student is able to: 1. Recognize and name the four basic shapes. 13	Teacher's Guide pp. 4, 59, 83, 104, 156, 217, 218, 224, 225, 231, 235, 236, 237, 245, 295, 296, 338	See-Through Games, Shape Matching 1-4 Reinforcement Activities on p. 53 in Resource Book Put Together Boards Read and Tell 1 Teacher's Guide 11-12, 15-16, 17, 21-22, 23, 33, 101 Pick 'n Play 2 (Nose Match) Pick 'n Play 3 (Rug Puzzle) 14

OTHER RESOURCES

Exploration in Shape, Color and Size - TM pp. 15-41, 91-15. Denoyer-Geppert

Sesame Street, Book of Shapes

Sullivan, Joan, Round Is A Pancake

Supraner, Robyn, Draw Me A Triangle

Supraner, Robyn, Draw Me A Square

Supraner, Robyn, Draw Me A Circle

Follett Publishing Co. Shapes Package gives many teaching ideas.

The Follett Series can be found at Memorial, Davis, Barron, Christie. Or contact the Curriculum Office.

Hap Palmer Records:
Learning Basic Skills Thru Music- Vol. II

"Triangle, Circle or Square"

"One Shape, Three Shapes"

Math Readiness Record

"Just Like Yours"

"How Many Ways"

Shape and Color Bingo

TEACHING IDEAS

Mystery Bag - Use any drawstring cloth bag. Place vocabulary cards, alphabet cards and color cards plus any other item you might choose in the Mystery Bag. Arrange a corresponding Bulletin Board with the objects in the bag. The children close their eyes and choose a card from the bag. They match it to a similar card on the Bulletin Board. Every time a new letter, color, word, numeral or shape is taught, add it to the Bulletin Board and the Mystery Bag for review purposes.

Materials: One piece of poster board approximately 11 x 14

Twelve 2 x 2 squares of poster board

Magic markers

Procedure: Make a game board from the large piece of poster board by dividing it into squares.



Make six pairs of cards using shapes and colors. Each pair will be exactly alike.

Mix up the cards and place them face down on the game board.

Children turn over two cards on the game board. If the cards match the child keeps them. The child with the most cards at the end of the game is the winner.

Variations: This game can be varied by using pictures, letters and words.

Read and discuss books about shapes. Look for circles in the room and around the school one day, triangles or squares the next. Let the children bring pictures of objects with those shapes and paste them on a large piece of tagboard.

OBJECTIVE

ALPHA TIME

MACMILLAN

OTHER RESOURCES	TEACHING IDEAS
	Teach these fingerplays: Here's A Circle Here's a circle (touch thumb to index finger) Here's a circle (use both hands to make larger circle) A great big circle I see! (touch fingers overhead to make largest circle) Now let's count them--one--two--three! (make circles again as numbers are spoken) Shapes Draw a circle, draw a circle, round as can be! Draw a circle, draw a circle, just for me! Draw a triangle, draw a triangle, with sides of three! Draw a triangle, draw a triangle, just for me! Draw a square, draw a square, with sides of four! Draw a square, draw a square, everywhere! (Teacher may draw large shape on the chalkboard as poem is said. Children draw in the air with large movements.) Provide popsicle sticks and let the children discover how many sticks it takes to make a triangle, a square, and a rectangle. Make pegboard pictures Children can use a pegboard and pegs to create pictures. If it is difficult for some, cut shapes out of tagboard around which the child can place pegs. When the cardboard is removed, the pegs outline a picture. Yarn wound around the pegs adds color and texture to the peg picture. Activity: Shape Throw Objective: Match Shapes Materials: Large cardboard carton; ball; colored paper cut into small circles, triangles, squares, and rectangles; paper bag Cut out a circle, a triangle, a square, and a rectangle in the side of the cardboard box, making sure the spaces are large enough for a ball to pass through. Put the matching colored paper shapes in a paper bag. Each child draws a paper shape, names it, points to the corresponding space in the side of the box, and tries to throw the ball through that shape.

OBJECTIVE	ALPHA TIME	MACMILLAN
	20	2

OTHER RESOURCES	TEACHING IDEAS
	Activity: Shape yourself Objective: Recognize and use words describing shapes Materials: None Tell the children that they will make shapes with their bodies, by themselves or with others. While they move around the room, call out suggestions such as the following: Make a triangle with a friend. Make a circle with your arms. Make a square with your legs and a friend's legs. Make a circle with the whole class. Then have the children make shapes of their own choice. Ask them to name the shapes they are making. Use flannel board to match shapes, etc. Playing Shape games - Hand out shapes to children and ask them to respond to verbal directions - e.g. "People with a circle, stand up." Find three-dimensional shapes in classroom that correspond to pictures of shapes. Sorting - from a pile of various shapes, find all the circles, etc. Using cardboard shapes, wooden shapes, etc., have children close their eyes and feel the shapes, as well as describe them. Use a "feel" box with various shapes for children to reach into and identify shape by feeling. Tracing the four shapes. Make a circle, a square, a rectangle, a triangle on the floor with masking tape. Tell the children to do something different in each of the shapes, such as "Jump in the circle," "Hop in the square," etc. Change directions often. Let children also give directions to each other. Have a shape party. Each child cuts shapes out of colored construction paper. Just before the party, hide the paper shapes in the party room. The leader points to the shape he chooses and chants, "Everybody find one, find one, find one, Everybody find one. . . just like me!" When every child has found a paper shape like the model shape, the leader asks, "What shape is it?" Children answer and continue game by taking turns being the leader. Refreshments could be cookies cut and baked by the children and served on shape placemats cut out of construction paper in circles, squares, triangles, or rectangles. (Exploration in Shape, Color, and Size TM pp. 93-94).

OBJECTIVE	ALPHA TIME	MACMILLAN
2. Recognize and name the eight basic colors. 23	Color lessons may be incorporated into any letter person lesson. Teacher's Guide pp. 2, 4, 7, 11, 18, 20, 104, 216, 217, 219, 224, 226, 230, 231, 233, 312, 359	See-Through Games 1-4, 15-20 Reinforcement Activities p. 53 Resource Book Color Dominoes pp. 54-57 in Resource Book Mix and Match Blocks pp. 58-62 in Resource Book Put Together Boards You Tell Me Books - "What Color Is This?" p. 86- Color Game in Resource Book Read and Tell 1 Teacher's Guide 41, 43, 48 Read and Tell 2 Teacher's Guide 27, 28 24

OTHER RESOURCES	TEACHING IDEAS
Early Explorations in Shape, Color and Size. Denoyer-Geppert TM p. 20- Red p. 24- Yellow p. 28- Blue Bowmar series, <u>Colors</u> (book and record) Bowmar series, <u>An Apple Is Red</u> O'Neill, Mary, <u>Hailstones and Halibut Bones</u> (excellent poetry) Reiss, John, <u>Colors</u> Zolotow, Charlotte, <u>Mr. Rabbit and the Lovely Present</u> KinderOwl Books <u>Brown Bear, Brown Bear</u> Follett Publishing Co. Color Package This can be found at Memorial, Davis, Christie, and Barron	Make shape books. Children can trace around a shape, then add their own lines to make an animal, person or object as they wish. You may want the children to construct separate books for each of the three shapes. Add a page for a cover with the child's name and the name of the shape. (e.g. Jack's Circle Book) (Explorations in Shape, Color, and Size. TM pp. 95-96.) Let the children make an individual "Book of Colors" by using a page for each color. At the top of each page, pupils can paste a color swatch of fabric or construction paper; below they can draw or paste pictures using the same color. A class "Book of Colors" could be made at the same time with children cutting out pictures of objects using the color of the day on a large page of tagboard. For some pupils, color recognition can be strengthened by finger painting. Give each child enough paint of one color to cover his paper. Encourage pupils to talk about the color as they paint. Give two primary colors the next time they fingerprint and let them discover that happens when they are mixed. Have the children construct "lollypops" using all colors of construction paper, pasting two circles back to back at the end of a popsicle stick. Play "Lollypop Game" as follows" Children sit in circle, lollypops are on floor in the center. Child who is IT skips around inside the circle singing, "Lollypop, lollypop, who'll bring me a lollypop?" Children raise their hands and he chooses one by stopping and bowing in front of that child. IT says, "Please bring me a (red) lollypop." The chosen one gets up, picks up the requested color of lollypop and hands it to the first child. The second child is now IT, and the game continues. Take the pupils for a short color walk around the neighborhood. Before the group starts, explain that as pupils are walking, they are to observe the different colors of things all around them. When back in the room, have pupils dictate a story about their walk and what they saw. Some may want to draw pictures.

OBJECTIVE	ALPHA TIME	MACMILLAN

OTHER RESOURCES

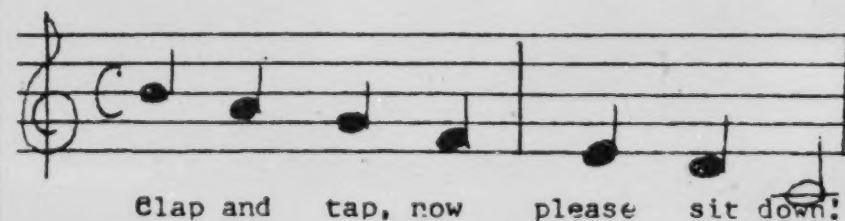
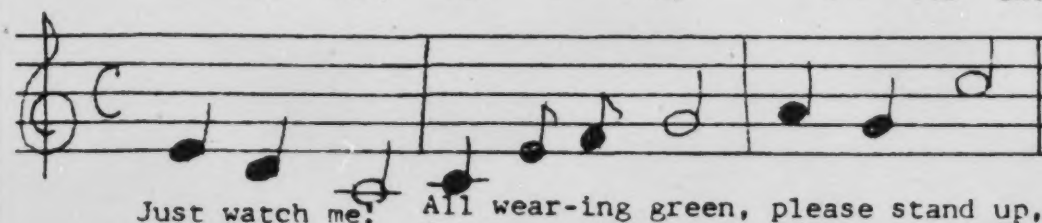
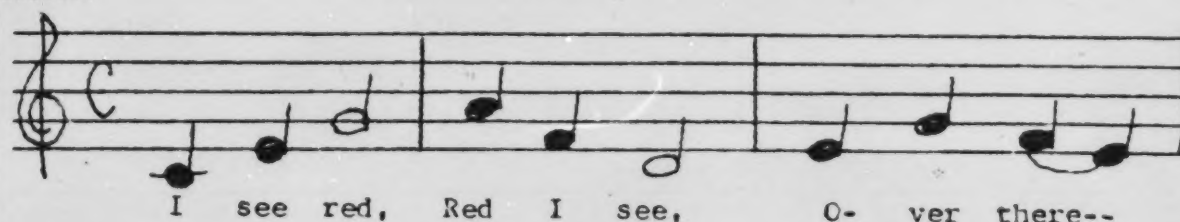
Hap Palmer Records
Learning Basic Skills Thru
Music- Vol. I: "Colors"
Vol. II: "Parade of Colors"

Color and Shape Bingo

Controlled Reader 4C
Readiness R (V.Dis) 14

TEACHING IDEAS

The following singing games will help children who do not recognize colors. All pupils will probably want to participate. When the word red is sung, pupils are to look for something red in the classroom. On the words Over there pupils are to point to something red. As the last part is sung, one pupil is chosen to go and touch a red object. The song is repeated with other colors.



In explaining the second game, tell pupils that when the word green is sung, everyone wearing anything green should stand. As the song continues, pupils standing should clap their hands when the word clap is sung, and tap one foot on the floor when the word tap is mentioned. Repeat the song several times, naming a different color each time.

OBJECTIVE	ALPHA TIME	MACMILLAN
3. Recognize own name in print. 30		Read and Tell 1, Teacher's Guide 20, 84, 103, 183 Read and Tell 2, Teacher's Guide 11 31

OTHER RESOURCES	TEACHING IDEAS
Explorations in Fine Motor Skills and Letter Printing, TM pp. 42, 43. Denoyer-Geppert	Game - "Which One is Gone?" Two or three circles of different colors are held up before the class. The children name the colors, then they close their eyes and one circle is removed. They open their eyes and name the color that has been removed.
	Color Bubbles - Use words describing color Mix a cup of soap flakes with a quart of warm water. Pour some of the mixture into each of six jars. Let the children choose one food coloring. Add a few drops to the mixture in the jar, and mix it well. Give each child a plastic straw with which to blow colored bubbles. Encourage the children to name and count the colors of the bubbles.
	Color Chews - Buy a bag of different colored jelly beans and make color cards to match each different color of jelly bean. Spread the jelly beans around on a table and tell the children they are going to have a color scramble. Hold up a card with one color on it. Tell the children to try to find one jelly bean that is the same color. When they find one that matches, have the children name the color and eat the jelly bean.
	Have children choose the correct color from a box of cut-out colored shapes. Hand out color objects and ask children to respond to verbal directions: "People with a green _____ (circle, car, etc) stand up." Relate color names to the children's clothing and classroom objects. Give children a large group of varied shapes of colored paper, and let them sort them into piles of matching colors. Begin with two colors and increase the number gradually.
	Silently hold up name tags occasionally as a signal for each child to get in line, or to do something special. Encourage child to use his name tag as a model to copy when writing his name on his art paper. Make name cards for use as flash cards. Tracing over name using tracing paper, etc. Salt trays

OBJECTIVE	ALPHA TIME	MACMILLAN
4. Match objects according to size, shape, or color. 34	Alpha Time Games see in back of Teacher's Guide p. 388	See-Through Games Color Dominoes Mix and Match Blocks Add a Picture Boards pp. 66-67 Resource Book Put Together Boards Read and Tell 1, Teacher's Guide pp. 21-22, 23, 70, 71-72, 174-175 Pick 'n Play 2 (Nose Match) Pick 'n Play 3 (Rug Puzzle) 35

OTHER RESOURCES	TEACHING IDEAS
Follett Series: Colors Package Shapes Package Size Package (At Memorial, Davis, Christie, Barron)	Display names of the whole class in the room, and use for rotation of leadership duties. (Add wheels to each name tag to make a train display on the wall if you like--be sure to use left-to-right progression in naming the leader(s) each day.) Giant Letter (Configuration) - Each pupil copies his name on a large sheet of construction paper and outlines the shape of the word. (This could be done by teacher also.) After he cuts out the word on the lines, he makes another shape on construction paper like the first shape. A few of these shapes are placed in a chart holder, and members of the group give which shape is their name. Example: Tom  Name Hangers - Print names of children on index cards. Punch hole at top. Put in a pile on table. Give each child a coat hanger. Let children take turns picking up a card and showing it to class. Child whose name is on card should claim it and put it on his hanger. Should name the first letter in his name, etc. Flannel Board can be used in a variety of ways here, as well as a magnetic board. Activity: Print Match Objective: Match object to its outline Materials: Large sheet of paper; container of paint and paintbrush for each child; newspaper; paper towels; a variety of objects, such as combs, paper clips, pencils, scissors, rubber stamps, and plastic letters. Cover the tables with newspapers, and allow about six children to work at each. Give each child a large sheet of paper, a container of paint, and a paintbrush. In the center of each table, put a variety of objects and let each child choose three. Show the children how to print the objects on the top half of their papers by folding their papers in half, applying paint to one side of the object, and pressing it on their papers. Have the children wipe the paint from each object after they print it and return it to the center of the table. When all the children have completed three prints, have them exchange papers. Have the children guess which objects were used to make the prints on the exchanged paper and duplicate the prints on the bottom half of the paper. Save the papers; a few days later, ask the children if they can tell what made each print.

OBJECTIVE	ALPHA TIME	MACMILLAN
5. Match pictures that are alike.	Various card games listed in the back of the Teacher's Guide.	

OTHER RESOURCES	TEACHING IDEAS
Picture Lotto Various children's card games, such as "Old Maid"	Activity: Snack Match Objective: Match three-dimensional objects Materials: Mixed nuts or mixed cookies; paper plates; large sheet of paper At snack time, put out a variety of cookies or nuts on a large sheet of paper on a table. Mix them up so that the ones that are alike are not necessarily together. Give each child a paper plate. When the children find two cookies or nuts that match, they put them on their plates for you to check; then they eat them. Set a limit on the number of matched snacks each child can eat. Paste a picture from a magazine or an old storybook on tagboard. Cut the picture into puzzle pieces, and have the children take turns putting the puzzle together. The children can also make their own puzzle pictures by drawing or bringing pictures, pasting them on tagboard, and cutting them into puzzle pieces. Paste 4 to 6 squares of various fabrics on heavy cardboard. Keep a square of each of the same fabrics separate for matching purposes. Group fabrics on the card according to texture, design and color. Learner matches separate fabric squares with identical squares on large card. (The texture board could also be done with eyes closed.) Present a box of geometric shapes having two shapes of each form and size that are exactly alike. Learner matches like shapes. Make five cards and on each make a shape, a color, a letter, or a word. Make two more sets of cards identical to the first set. Give a card of the first set to each of five children. Do the same with the second set. A child who is "it" takes the third set and stands in front of the group. When "it" holds up a card, the two children who hold identical cards must change seats. "It" tries to get a seat. The child who doesn't get a seat becomes "it." Picture matching games such as Picture Lotto, Old Maid, and Books are excellent for developing this skill. Save your Valentines, and let children match those that are alike.

OBJECTIVE	ALPHA TIME	MACMILLAN
6. Notice likenesses and differences in sizes.	Teacher's Guide, pp. 12, 13, 20, 21, 58, 60, 112, 142, 147, 210, 217, 225, 230, 243, 269	Read and Tell 1, Teacher's Guide 70, 71-72, 175, 74 Read and Tell 2, Teacher's Guide 77
7. Notice likenesses and differences in shapes.		Read and Tell 1, TG 3, 4, 11 Read and Tell 2, TG 3-4
8. Notice likenesses and differences in letters.		Read and Tell 1, TG 22, 58, 94, 96, 95

OTHER RESOURCES	TEACHING IDEAS
Graded cylinder sets Thoburn, Tina, <u>Learning About Sizes</u> (Western Publishing Co. Series) Wing, <u>What is Big?</u> Bowmar Early Childhood Series (Book and Record) <u>Father is Big</u> <u>The Littlest House</u> <u>The Biggest House</u> Exploration in Gross Motor Skills and Sensory Perception TM pp. 56-57. Denoyer-Geppert	Play "Giants." A leader calls out "Giant," "Man," or "Dwarf." Children are to stand very tall when the word is <u>giant</u>, stand naturally if the word is <u>man</u>, and squat low if the word is <u>dwarf</u>. The children must think, listen, and quickly follow directions. The commands should be given swiftly and the leader changed often. Activity: Size Walk Objective: Recognize relative size of objects Materials: None Take the class on a walk through the neighborhood to observe the sizes of different things. Have them find the biggest building, the smallest dog, the biggest truck, the smallest house, and so on. Encourage them to think in terms of the relative size of things by asking questions, such as: Is a mailbox bigger than a car? Is a tree bigger than a car? What's bigger than a mailbox? What's smaller than a mailbox? Discuss the effect that distance appears to have on size by asking questions such as: Which thing looks the smallest from here? Does it get bigger as we get closer? Have one or two children remain in one spot. As the others walk farther away, ask them if the children remaining behind look smaller or bigger.
Shape sorting box Differences puzzles Perception puzzles Explorations in Gross Motor Skills and Sensory Perception pp. 58-59. Denoyer-Geppert.	Provide a box of precut geometric shapes (pellon or felt). Learner makes pictures or sorts them on flannel board. Provide a box of geometric shapes having two shapes of each form and size that are exactly alike. The learner matches them.
Follett Publishing Co. Relevant Learning Experiences Package	Provide a box of alphabet letters containing at least three or four of each letter. Learner sorts letters, putting all of one letter together. Use upper case letters first, then the lower case.

OBJECTIVE	ALPHA TIME	MACMILLAN
9. Notice missing details in pictures or groups of objects.		Read and Tell 1, TG 76, 77, 91, 175 Read and Tell 2, TG 5, 8 Somemore 2, p. 3
10. Classify objects and pictures.	Teacher's Guide pp. 2, 4, 5, 7, 10, 16, 20, 26, 30, 32, 33, 34, 37, 40, 44, 51, 60, 86, 91, 100, 104, 113, 121, 125, 132, 135, 141, 145, 152, 158, 163, 174, 176, 177, 179, 184, 186, 208, 212, 213, 223, 224, 237, 246, 252, 256, 258, 270, 277, 293, 299, 315, 317, 322, 371, 338, 343, 350, 383	Read and Tell 1, TG 294- see Classifying Read and Tell 2, TG 5-6, 21, 25, 27, 30, 51, 55, 57-58, 60, 98, 99, 137-138, 140, 147, 170, 171 Somemore 1, pp. 11, 12-13

OTHER RESOURCES	TEACHING IDEAS
What's Missing Picture Cards Explorations in Gross Motor Skills and Sensory Perception pp. 62-63. Denoyer-Geppert.	Play the "Do You Remember?" game. Place a few small objects (pencil, comb, chalk, etc.) on a table. Let the children look at the objects for a few moments. Then ask them to cover their eyes while you remove one object. Have them look at the table again and tell you which object is missing. Continue until all objects have disappeared. Use the "What's Missing" Picture Cards with individuals or small groups. Naming the other parts of the picture is useful in building vocabulary, too.
Follett Publishing Co. Classifying Package (See Barron, Christie, Davis, Memorial) Explorations in Gross Motor Skills and Sensory Perception TM pp. 68-77.	Teacher passes out individual pictures from the Picture Lotto game. As she calls out a category (animals, transportation, plants, etc.) the students hold up their pictures from that category. Cut out of magazines and newspapers pictures of various kinds of clothing--men's, women's, boys', girls'. Have the children categorize the clothing according to who would be most likely to wear it. Collect objects that come in different sizes such as buttons, pencils, books, balls, etc. Learners place these objects in the small, medium, or large boxes that correspond to the size of the objects. Arrange on a table such things as a knife, fork, paint brush, jacks, a rubber ball, and paint box. Direct the children to look at each object, decide which are used together, and try to see these pairs of objects in their minds. Cover the objects and ask individuals to name them in related pairs. Use sets of pictures in which children identify items that "go together" such as "brush and comb," "thread and needle," etc. Activity: Magnets Objective: Classify objects by abstract characteristic Materials: One piece of paper and one magnet for each child; crayons; variety of small magnetic and nonmagnetic objects for each group of children, such as paper clips, pencils, nails, small plastic toys, metal ruler, scissors, safety pins. Divide each sheet of paper into two columns. Label one column Yes and draw a magnet with an object attached to it; label the other column No and draw a magnet

(cont. on next page)

OBJECTIVE	ALPHA TIME	MACMILLAN
11. Match upper case letters. 49		Read and Tell 1, TG 20, 58, 59, 82, 131, 132-133, 237, 265 Read and Tell 2, TG 10 Somemore 2, p. 4 50

OTHER RESOURCES	TEACHING IDEAS
Letter Form Boards	and an object not attached to it. Give each child a piece of paper and a magnet. In the center of each group of children place a pile of objects, making sure there are at least ten for each child. Have the children test the objects to see whether or not the magnet picks them up. Then have the children place them in the appropriate column on their papers. The children may want to keep a record of objects that are and are not magnetic by tracing around the items on their papers. Label one-half of a bulletin board FARM and the other half CITY. Attach to the bulletin board a large envelope containing pictures showing either farm or city life. The children tack the pictures on the bulletin board under the correct heading. Variations such as summer and winter, tame animals and wild animals, etc. may be used. Matching the Letters Materials: posterboard - 2 pieces 8" x 10" 52 pieces 1" x 1" felt tip pen To make the game, print the upper and lower-case alphabet on the 1" x 1" pieces of posterboard. Print the letters of the alphabet on the 8" x 10" pieces of posterboard, the upper case on one and the lower case on the other as in the accompanying illustrations. Students may match upper case to upper case first, then lower case to lower case, and then upper to lower case. (cont. on next page)

OBJECTIVE	ALPHA TIME	MACMILLAN
	53	

OTHER RESOURCES

TEACHING IDEAS

MATCH THE LETTERS!!!

A	B	C	D	E	F				
G	H	I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X	Y	Z

OBJECTIVE	ALPHA TIME	MACMILLAN
12. Match lower case letters. 55		Read and Tell 1, TG 20, 58, 59, 82, 131, 132-133, 237, 265 Read and Tell 2, TG 10 Pick 'n Play 7 (Go Fish) Somemore 2, pp. 14-15 56

OTHER RESOURCES

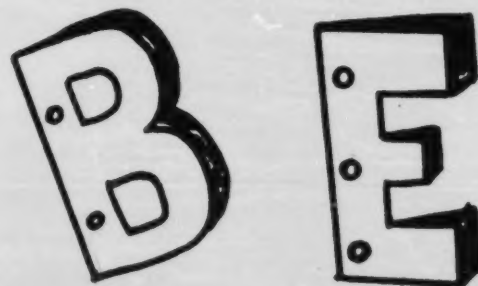
Letter Form Boards

TEACHING IDEAS

MATCH THE LETTERS!!!

a	b	c	d	e	f						
g	h	i	j	k	l	m	n	o	p		
q	r	s	t	u	v	w	x	y	z		

Letter-shaped Books - Construct book covers and cut paper to fit them so that the outline of the book represents the shape of a letter of the alphabet. Have children cut from magazines and newspapers all kinds of examples of that letter in printed form. Paste the examples in the books.



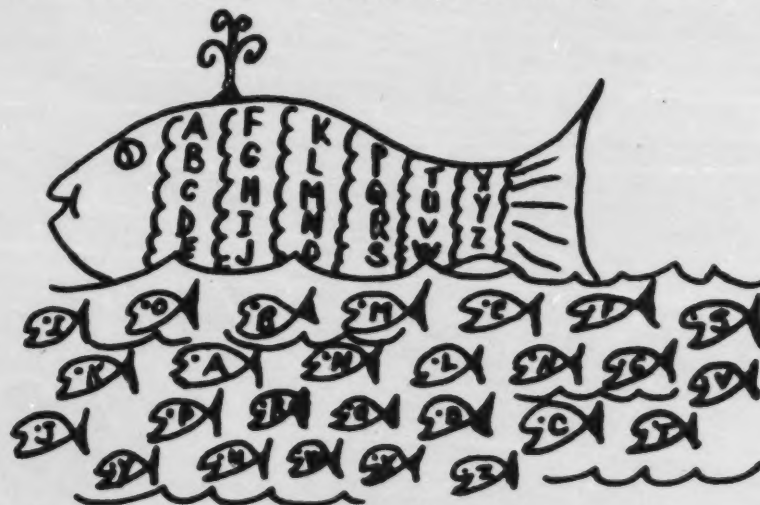
OBJECTIVE	ALPHA TIME	MACMILLAN
13. Match upper to lower case letters. 28 59		Read and Tell 1, Teacher's Guide, 20, 21, 25, 28, 54, 58, 59, 60, 79, 82, 83, 84, 94, 95, 96, 97, 103, 104, 105, 107, 128, 131, 132-133, 154, 156, 160, 178, 183, 187, 202, 211, 237, 265, 267, 268, 270 Read and Tell 2, Teacher's Guide 10, 12, 13, 21 60

OTHER RESOURCES

TEACHING IDEAS

Matching Letters - Make a large whale or fish out of poster paper or colored construction paper. On the whale print all the capital letters of the alphabet. Underneath, make twenty-six small fish and print one lower case letter on each. Children match the capital and lower case by attaching yarn from letter to letter. This may be done as a bulletin board, or on a smaller scale and enclosed in acetate. If this is done, the children may draw a line to connect the letters with a watercolor marker. To make checking easier, use assorted colors.

Could be for matching capital to capital or lower case to lower case.



Hanger Letter Match - (May be used with all capitals, all small or capital to small)

Give each child a wire hanger to which several letter cards are clipped with clothespins. Have box with other letter cards. Let children take turns choosing letters out of the box to match the letters on their hanger.

The following activities can be used in a variety of ways. Many can be used for simply matching letters, or to also name the letters which would be good for more advanced students.

OBJECTIVE	ALPHA TIME	MACMILLAN
63		Pick 'n Play 5 (Alphabet Machine) Pick 'n Play 6 (Little Letter Puzzles) Pick 'n Play 20 (The Clothes Line) Somemore 1, p. 14, 15
30		64

OTHER RESOURCES	TEACHING IDEAS
65	Activity: Letter Shopping Lists Objective: Match and name letters Materials: Collection of small boxes, each marked with one letter; piece of paper with three letters, each corresponding to a letter on a box, on them; peanuts; shopping bags Put one peanut in each box and scatter the boxes around the room. Using matching letters, make up one "shopping list" of three letters for each child. Give the children shopping lists and shopping bags and have them collect one box for each letter on their lists. Set up a check-out counter where the children can check their purchases and shopping lists with you to make sure they have matched the letters correctly. If they can, have them name the letter on each package. Let them remove the peanut from each box and eat it at snack time.
	Activity: Alphabet Eaters Objective: Match and name letters Materials: Red food coloring; large supply of marshmallows; two big boxes; cotton swab; letter cards for all the letters of the alphabet Using a cotton swab dipped in red food coloring, print a letter on top of each marshmallow, making sure there are two marshmallows for each letter. Then put the marshmallows into two big boxes. Give each child a letter card. Explain that they are going to be marshmallow-letter-eating-monsters and that their letters tell them which marshmallows they can eat. They look in both boxes and find marshmallows that have letters that match their letter cards. Have children roar the name of their letters like scary monsters or make statements such as, "I'm going to eat an A marshmallow now!" just before they eat each marshmallow.
	Activity: Reading an Eye Chart Objective: Recognize and name letters Materials: One large piece of card; pointer; felt tip marker On the piece of card, print five rows of letters, making the letters in the top row very large, and the letters in each subsequent row progressively smaller. The chart should look like an eye chart, but use most of the letters in the alphabet. Let children work in pairs. One child can be the "eye doctor", pointing to the letters one by one with the pointer. The other child can be the "patient" and name each letter. If the patient misses a letter, the eye doctor or teacher names it.

OBJECTIVE	ALPHA TIME	MACMILLAN
	67	E

OTHER RESOURCES

TEACHING IDEAS

Activity: Letter Relay Race

Objective: Associate small letter with its capital

Materials: Two typewriters; two pieces of paper; two complete sets of small-letter cards

Put a piece of paper in each typewriter, and put one set of letter cards face down next to each typewriter. Divide the children into two teams. When you say "go," the first child in each team runs up to the team's typewriter, picks a card from the pile, and types the capital letter corresponding to the small letter on his or her card. The child keeps the letter card and goes to the end of the line. Check to make sure the children are typing the correct letters. The first team to type all the letters correctly wins.

Alphabet Oak Tree

Materials: posterboard - 1 piece 13" x 8"
26 pieces 1 1/4" x 1"

felt tip pen
scissors

Cut out the following tree design using the 13" x 8" piece of tagboard.



(cont. on next page)

OBJECTIVE	ALPHA TIME	MACMILLAN
14. Copy simple patterns using objects.	70	

OTHER RESOURCES	TEACHING IDEAS
Peg Boards Color Cubes Parquetry Blocks	Print the upper case alphabet on the tree. Cut the small pieces of posterboard into the shape of acorns. (See the pattern below.) Print the lower case alphabet on the small pieces of posterboard. Student Game Directions: 1. Place the tree on a flat surface. 2. Take the acorns and match the letter on each acorn with its capital letter on the tree. 3. Have someone check your work. Activity: Chain Patterns Objective: Recall and extend visual pattern Materials: Construction paper of at least three colors, cut into strips; paste Show the children how to make a paper chain by pasting two ends of a paper strip together, then inserting another strip through the loop and pasting those ends together, and so on. Make a model chain that has a color pattern, such as blue, green, red, blue, green, red. Let the children copy the pattern by using the same color two or three times, such as blue, blue, green, blue, blue, green. Using a peg board, make a design on the left side of the board. Learner reproduces the design on the right side of the tile. Make several pattern boards and pattern chips. Give student four chips and let him reproduce the pattern.

OBJECTIVE	ALPHA TIME	MACMILLAN
15. Complete a sequence made up of simple shapes, colors, or sizes.		Read and Tell 1, TG 23
16. Arrange story pictures in correct sequence.	Teacher's Guide pp. 6, 37, 40, 44, 71, 89, 97, 125, 133, 172, 173, 187, 188, 193, 199, 206, 218, 303, 330	Pick 'n Play 14 Pick 'n Play 15 Pick 'n Play 21 Read and Tell 2, TG 63, 125 Somemore 1, pp. 1-2, 5 Somemore 2, pp. 11, 12

OTHER RESOURCES	TEACHING IDEAS
Explorations in Gross Motor Skills and Sensory Perception TM pp. 78-89 Sequence Story Boards (Houghton-Mifflin) Language Development Cards Group A: Three Little Pigs 174-180 Billy Goats Gruff 181-185 The Three Bears 186-191 Tale of Peter Rabbit 192-197 The Gingerbread Boy 198-203 (Economy Company)	Give the child experience in copying patterns with beads, marbles, blocks, dominoes, geometric designs, and so on. For example, arrange colored beads on a string according to a specific pattern (red, blue, red, blue) and ask him to make one like the model. Increase the complexity of the pattern as he improves. Use of blocks, pegs, stringing beads, flannel boards, magnetic board Belt Around - Give each child a strip of paper long enough to go around waist. Demonstrate a simple pattern on chalkboard, or on strip of paper taped to table. Use shapes, figures, letters, etc. in a certain sequence. Let children copy forms on their belt and predict what will come next. They may wear belts when finished. Example: △ S △ S △ S Prepare a book of sequence patterns and color or shape chips to match. The learner completes the sequence. Use commercially prepared pattern sets, either in working with individual students, or placing it in the manipulative center for students to choose. Activity: Stick Stories Objective: Order a sequence Materials: One shoe box with three small slits in the lid, three tongue depressors or popsicle sticks, three pictures that tell a story when put in sequence for each child; tape Tape the three pictures to the tongue depressors or popsicle sticks and put them in a shoe box. Make sure that the slits in the box lid are large enough to hold the sticks. Give a box to each child. Have him or her put the three pictures in the right order to tell a story by inserting the sticks in the slots in the box lid. Make sure the children start the sequence at the left. Activity: Story Sequence Boards Objective: Develop sequence Materials: Three to six large sheets of posterboard; yarn; large photos or drawings of story sequence; felt pen; crayons Plan to review a story with which the children are familiar. In advance on three to six posterboards, short end up, paste large photos of this story's

OBJECTIVE	ALPHA TIME	MACMILLAN

OTHER RESOURCES	TEACHING IDEAS
77	sequence, or draw simple sketches with a felt pen and let the children color them with crayons. Punch two holes at the top edge of each poster. Tie lengths of yarn or string through these holes so that the children may hang posters around their necks. Have the children arrange themselves in story sequence or have the rest of the group decide the correct sequence. Finally have each child tell the part of the story represented by his or her poster. Repeat this activity from day to day until each child has had a turn to wear a poster. Familiar Stories and Sequence - Paste a series of pictures from any familiar story book on separate cards. Suitable stories might be <u>Cinderella</u>, <u>The Three Bears</u>, or <u>Little Red Riding Hood</u>. Tell the story, pointing out the pictures in sequence as you talk. Later scramble the pictures and have the child tell the story as he arranges the cards in first, next and last sequence. Mount suitable comic strips on tagboard. Cut apart and let children arrange in sequence. Show pictures from Language Development Cards, Group A (Economy Company), as you tell the story. Each picture may be discussed afterward, or the pictures shuffled and the children asked to arrange them in proper story sequence. 78

OBJECTIVE	ALPHA TIME	MACMILLAN
AUDITORY SKILLS 1. Begin to understand left and right concepts. 79		Add A Picture Boards The Fold-Out Books You Tell Me Books Read and Tell 1, TG 7, 9, 21-22 Read and Tell 2, TG 33-34, 43, 110-111 80

OTHER RESOURCES	TEACHING IDEAS
Follett Publishing Co. Direction Package Frostig Move, Grow-Learn cards for Body Awareness Explorations in Gross Motor Skills and Sensory Perception TM 44-45, 60-61 Denoyer-Geppert	Left and Right Singing Games - You may wish to use colored yarn, etc. to tie around children's left or right wrist. Looby Lou Hokey Pokey Bow Belinda Pantomime: This is my left and this is my right, This is fat, and this is thin, Don't you think that I am bright? Say it with a great big grin. This is the bottom and this is the top, This is short and this is tall, Now that I've said that, I will hop. Thank you folks, for this is all. Count or name objects or pictures, going from left to right. Place four chairs in a row, side by side, and number them left to right (1, 2, 3, 4). As the children sit or stand facing the chairs, talk with them about the symbols and their location: which chair is on the left, which is on the right, which is first, second, etc. The leader may give oral instructions such as: "Sit in the chair on the left," or may signal with a clap or claps. The next one up quickly moves to the proper chair. The game may be played with teams. To emphasize the right or left of the body, use crepe paper arm bands, masking tape on shoes and/or a colored dot on the hands. Fasten a string that has a bead on it across the top of a desk or table. Learner can move bead to show left, right, and mid-point. Increase numbers, colors, sizes, shapes of beads to show position. Use fingerplays to teach right and left: Right Hand, Left Hand This is my right hand, I'll raise it up high. This is my left hand, I'll touch the sky. Right hand, left hand, Roll them around. Left hand, right hand, Pound, pound, pound.

OBJECTIVE	ALPHA TIME	MACMILLAN
2. Identify common sounds in environment. 83		Pick 'n Play 1 Read and Tell 1, TG 12, 13, 109, 142, 245, 270 Read and Tell 2, TG 77 84

OTHER RESOURCES	TEACHING IDEAS
Explorations in Gross Motor Skills and Sensory Perception pp. 46-47. Denoyer-Geppert	Right and Left Right hand, left hand; this and that Right hand, left hand; clap, clap, clap Right foot, left foot; this and that Right foot, left foot; tap, tap, tap. These activities are actually fine motor activities that could be used to help distinguish left and right. Using toy cars - Have child use car to follow a line from driveway to garage, going from left to right. Indicate starting point with some sort of sign. Make game out of tagboard, then laminate. Many ideas can be used for different paths to follow. Give each child a piece of paper with large X's on the left side and corresponding O's on the right. Let the children draw lines from the X to O. May use finger first to practice, then use crayon. Tape record a number of sounds that are familiar to children. Suggested sounds are: a door closing, water running, footsteps, a knock at a door, paper being torn, a cough, a sneeze, writing on the chalkboard, chewing something, and whistling. Have the children listen to and attempt to identify each sound. Direct them to think of words to clearly identify each sound. An example might be: loud footsteps, sly footsteps. Play "Hello, Mr. Bear." Child who is IT sits in chair with back to class. The teacher touches a child in class who says, "Hello, Mr. Bear." IT has three chances to identify the child's voice, and may ask a question of the child if he needs to hear the voice again. Choose a time of the school day when pupils can hear many sounds in the classroom. Talk to the children about these sounds, such as: ticking of the clock, people walking, bell ringing, door closing. Let the children tell about sounds heard in the halls, the streets, and outside the classroom, such as: a car going by, a bird singing, horns honking, etc. Take a nature walk and listen for these sounds.

OBJECTIVE

ALPHA TIME

MACMILLAN

OTHER RESOURCES	TEACHING IDEAS
	Ask the children to close their eyes. Make familiar sounds. The children try to identify each sound as: clapping hands, crunching paper, tapping on the desk, etc. Also use rhythm band instruments for this. Discuss the sounds that farm animals make as: dog barking, a cow mooing, a pig squealing, a cat mewling, etc. Go on a field trip to visit some farms, with children listening for sounds. Sing "Old McDonald Had A Farm." Using a tape recorder, tape various sounds which can be categorized. Example: kitchen sounds, classroom sounds, outdoor sounds, night sounds. As pupils listen to the tape, they identify the sound and tell in which category it belongs. Activity: Knock, Knock Objective: Name common sounds after hearing them Materials: A blindfold; objects that make noises, such as a rattle, bell, and instrument Choose one child to be IT, blindfold him, and have him stand near the chalkboard. Pick another child to play "Knock, Knock with him. Give that child a bag filled with objects that can be used to make a noise. He walks up to the chalkboard, knocks on it, and says, Knock, knock. The blindfolded child says, What's there? The other child answers by pulling one of the objects from the bag and making a noise with it. The blindfolded child has three tries to guess, "What's there." If he guesses correctly, he knocks next, and a new child is chosen to be blindfolded. If the child guesses incorrectly, he sits down, and two new children are chosen to be the knocker and the blindfolded child. As a variation, have the blindfolded child try to guess who the "knocker" is. Activity: Tap, Tear, Scrape Objective: Reproduce sound patterns Materials: Pencil, paper, and a piece of sandpaper for each child Small Group Activity Distribute the above materials to the children, and demonstrate the kinds of sounds that can be made with them--tapping the pencil, tearing the paper, and rubbing the sandpaper together. Tell the children to close their eyes and listen carefully to the three sounds you make with the objects. When you say "go," they try to remember the order of the sounds and repeat the pattern with their own objects. Gradually make more complicated patterns, such as tap, tap, scrape, tear, tap.

OBJECTIVE	ALPHA TIME	MACMILLAN
3. Identify rhyming and non-rhyming words pronounced by the teacher.	Teacher's Guide pp. 20, 23, 30, 31, 38, 40, 88, 98, 99, 101, 103, 107, 108, 110, 111, 122, 134, 165, 174, 175, 192, 194, 208, 214, 247, 250, 259, 264, 285, 324, 345, 349, 356, 361, 376, 382	Read and Tell 1, TB 224-225, 256, 258, 238, 268, 270 Read and Tell 2, TG 91, 92, 99, 144, 145, 147, 189, 190, 194, 195, 209, 215, 225, 229, 238 Pick 'n Play 12 Pick 'n Play 24

OTHER RESOURCES	TEACHING IDEAS
Controlled Reader 4C Readiness R(ADIS) 24 R(ADIS) 25	Words That Go Together Look in the canoe to find the paddle. Look on the horse to find the _____. Look on the flower to find the bee. Look in the forest to find the _____. Look in the oven to find the roast. Look in the toaster to find the _____. Look on the table to find the dish. Look in the water to find the _____. Look in the house to find the chair. Go outside to find fresh _____. Look in the nest to find the kitty. Look on the map to find the _____. Look in the kitchen to find the cook. Look in the bookcase to find the _____. Look on the vine to find the berry. Look on the tree to find the _____. Look in the kitchen to find the cake. Look in the garden to find the _____. Look in the snow to find the sled. Look in the house to find a _____. Aleta Roberts Slater (answer - saddle, tree, toast, fish, air, city, book, cherry, rake, bed.) Let children complete rhyme

OBJECTIVE	ALPHA TIME	MACMILLAN

OTHER RESOURCES	TEACHING IDEAS
	Activity: Rhyming Body Objective: Recognize words that rhyme Materials: None Sit in a circle with a small group of children. Have them think of parts of the body that rhyme with the words you say, using words such as these: lace (face), deer (ear), hoe (toe), farm (arm), peg (leg), hose (nose), plum (thumb), tree (knee), sand (hand). If the children have difficulty, ask which of the following rhyme: chair, nose; chair, feet; chair, hair. Variation: Children shake or rub the part of the body that rhymes with the word you say. At the top of a bulletin board or poster, place a picture. Under the picture, write: "Can You Find Something That Rhymes With Me?" Place other pictures, some of which rhyme with the top picture, on the board or poster. Several pieces of yarn may be attached to the top picture so that each piece can be tacked to a picture whose name rhymes with the name of the first picture. Make or purchase a deck of rhyming cards. (Each pair should have pictures of objects whose names rhyme.) Distribute the cards to three, four, or five pupils. The pupils make "books" by getting two cards with pictures whose names rhyme. Before each "book" is turned face down, it must be shown to the other players and the two words pronounced. The game progresses by players drawing from the hands of the person to their left. The player with the most "books" is the winner. Say nursery rhymes or Mother Goose rhymes that are familiar. Have the children say some that they know. Draw attention to words that rhyme. Let the children fill in the missing words the next time, as: Jack and Jill went up the _____. Read the following poem through once or twice; then, in a repeated reading, pause before each rhyme word (log, scree, splash) and let the pupils supply it. The Frog On The Log There once was a green Little frog, frog, frog. Who played in the wood On a log, log, log. (cont. on next page)

OBJECTIVE	ALPHA TIME	MACMILLAN

OTHER RESOURCES	TEACHING IDEAS
	A screech owl sitting In a tree, tree, tree Came after the frog With a scree, scree, scree! When the frog heard the owl In a flash, flash, flash, He leaped in the pond With a splash, splash, splash! Make a jingle. Let the children supply the missing word. Some examples are: It is dark. Hear the dog _____. That big gray rat is afraid of our _____. The noisy fat duck took a ride in our _____. A little white mouse made a nest in our _____. The playful ox put on a red _____. Do you know about the kittens who lost their _____? There isn't much hair on the head of a pig. Do you think he would like to wear a _____? I want to eat a juicy piece of _____. We like to run outside in the _____. Mother will bake a big chocolate _____. Pam took a hike but I rode my _____. I fell from the tree and hurt my _____. The big black cat ran away with my _____. Explain the game, "Hop, Skip, or Jump." In it the pupil must do one of three things: hop, skip, or jump. A leader stands at the front of the group as the teacher says one of the six stanzas below, omitting the rhyming word at the end. The leader calls on a classmate to supply the missing word. If the pupil supplies the correct word, he hops, skips, or jumps to the front and joins the leader. If he gives a word that doesn't rhyme, the stanza is repeated and another pupil tries to supply the correct final word. Hop, Skip, or Jump Come with me to spin my top. When you come you'll have to <u>(hop)</u>. I am going on a trip; if you come you'll have to <u>(skip)</u>. Here's a bird's nest in a stump; quiet now! Don't run or <u>(jump)</u>. We'll go sailing in a ship. Hurry fast, you had better <u>(skip)</u>. (cont. on next page)

OBJECTIVE	ALPHA TIME	MACMILLAN
4. Repeat a 5-word sentence. 100		Read and Tell 1, Teacher's Guide 3-4, 8, 9, 20, 38, 39, 41, 71, 72, 99, 101, 113, 116, 118, 137, 152, 185, 199 You Tell Me Books Fold-Out Books Put Together Boards Pathfinders Add a Picture Boards See-Through Games 7-11, 12-14 The Name and Know Books 101

OTHER RESOURCES	TEACHING IDEAS
Kinder Owl Books	Skipping ropes go thump and thump. Little girls all like to (<u>jump</u>). Milk is spilled! Please get the mop. You can get it if you (<u>hop</u>). Place the picture cards for box, house, and ring on the chalkboard tray along with another picture. Then recite some incomplete rhymes and call on children to select the words that complete the rhymes. Some rhymes that can be used are: I saw a mouse. It was in the _____. (house) I have a pretty thing. It is a shiny new _____. (ring) I see a fox. He's in that _____. (box) Pass out rhyming picture cards to children. Let each child find his rhyming partner. Play Rhyme-a-Riddle using riddles similar to the following: You wear this on your foot. Its name rhymes with <u>lock</u>. (sock) You wash with this. Its name rhymes with <u>rope</u>. (soap) This can be seen in the sky at night. Its name rhymes with <u>spoon</u>. (moon) Our food is on this when we eat. Its name rhymes with <u>gate</u>. (plate) This is an animal you see on a farm. Its name rhymes with <u>big</u>. (pig) This is the name of another big farm animal. Its name rhymes with <u>now</u>. (cow) Use fingerplay "Let's Go For A Walk:" (The class echoes everything that the teacher says.) Let's go for a walk. (class echoes) O. K. (echo) All right. (echo) Let's Go! (echo) (Slap legs for walking sound effects) Coming to a tree. (echo) Can't go under it. (echo) Can't go through it. (echo) Got to go around it. (echo) Coming to a field. (echo) Can't go over it. (echo) Can't go around it. (echo) Got to go through it. (echo) (Swish hands together.) Coming to a bridge. (echo)

OTHER RESOURCES	TEACHING IDEAS
Follett Publishing Co. Directions Package (Contact curriculum office, or Memorial, Davis, Christie, Barron) Explorations in Gross Motor Skills and Sensory Perception pp. 48-49. Denoyer-Geppert	Can't go around it. (echo) Can't go through it. (echo) Got to wal' over it. (echo) (Click tongue for sound effect.) Coming to a cave. (echo) Can't go around it. (echo) Can't go over it. (echo) Got to go in it. (echo) (Whisper) It's dark in here. (echo) I see something big. (echo) It's black (echo) It's fuzzy. (echo) IT'S A BEAR! (echo) (Repeat all motions and sound effects in reverse order quickly.) Safe at last! (echo) I'll never go there again! (echo) (Trip can be varied by swimming a river, climbing a hill, going through some mud, etc. on other days.) "Bring Me" Game - The teacher says, "Mary, bring me the eraser. Billy, bring me the eraser and the chalk. Sally, bring me the red book." etc. Activity: Robots and Astronauts Objective: Follow directions Give directions Materials: Helmets made from half-gallon plastic jugs, with the spout cut off and eye holes cut into it, one for each pair of children Have the children find partners for a game in which one of each pair pretends to be a robot on a strange planet while the other pretends to be an astronaut giving the robot directions. The astronauts wear the helmets to distinguish them and can give any directions they want to the robots, such as, Scratch my back, touch the door, shine my shoes, but not more than three directions at once. Demonstrate the roles of robot and astronaut so that the children know exactly what to do. After a short time, shout, "Switch," and have the astronauts give their helmets to the robots so they can exchange roles.

OBJECTIVE	ALPHA TIME	MACMILLAN

OTHER RESOURCES	TEACHING IDEAS
109	Activity: Calling All Cars Objective: Follow directions Materials: Small toy cars in various colors; chalk; announcer's horn Play the game with a small group of children. Give each child a toy car, and explain that you are going to play traffic controller and give directions. Start the entire group together, giving different directions through the horn for different colors of cars; for instance, Calling all cars. All blue cars drive toward the windows. All green cars go to the door, then turn around and stop under the table. All red cars drive between the big chair and the wastebasket and head for the fish tank. If you wish to use this activity with a larger group, outline a series of connecting road guidelines on the floor to keep the group organized. Use a greater variety of locational words if the cars are allowed to climb walls and cupboards and other vertical surfaces. Variation: Let the children drive their toy cars anywhere they want in the room. Have them stop where they are when you call, Calling all cars, where are you? Have them tell where they are. Give two directions for a child to follow (preferably but not necessarily in sequence). For example: "Put this book on the table and bring me a pencil." "Sit on this chair and touch your head." "Touch your toe and walk to the door." etc. Child should follow two directions after hearing them once. Increase number of directions up to four. Execute a series of verbal directions. A. String beads. "Take a red bead, now two blue beads," etc. B. Make one ball. Make it big. Color it red. C. Draw two cars. Make one car big. Make one car small. Color them blue. Supply each child with a picture. The children follow directions as, "Make an x over the animal that barks, draw a line under the animal that moos," etc. Tape record a series of directions for use with small groups. For example: I want the boy I touch to go to the bookshelf and bring a book back to me. Play "Simon Says." 110

OBJECTIVE

ALPHA TIME

MACMILLAN

111

OTHER RESOURCES	TEACHING IDEAS
	Gather several classroom objects, for example, eraser, scissors, playground ball, paint brush, and ruler. Use the following directions to have pupils use the objects or place them in different parts of the room. Put the ball in the wastebasket. Put the eraser on my desk. Put the paint brush in your pocket. Cut this paper with the scissors. Stand up. Then tap your chair with the ruler. After each direction has been carried out, use the following questions and have pupils tell in sentences what was done. You may need to help children formulate some of the sentences. Who put the ball in the wastebasket? Where is the eraser? With what did you cut the paper? Where is the paint brush? When did you tap your chair with the ruler? Play "Ducks Fly." The players stand in the aisles of the schoolroom. The player who is IT stands in front, faces the group, and calls, "Ducks fly! Birds fly! Horses fly!" When he names an animal which does fly, the players go through the motions of flying; raising the arms high above the head and lowering them to the side. When he names an animal which does not fly, they must not "fly." Anyone who "flies" when an animal is named which does not fly, or anyone who does not "fly" when a flying animal is named becomes IT and the game is repeated. Teach this fingerplay: Hands On Shoulders Hands on shoulder, hands on knees, Hands behind you, if you please. Touch your shoulders, now your nose, Now your hair and now your toes, Hands up high in the air, Down at your sides, now to ~~the~~ hair. Hands up high as before, Now clap your hands--1, 2,

OBJECTIVE	ALPHA TIME	MACMILLAN
6. Listen to stories and recall the following: a. names of characters. b. main ideas. c. conclusion.	Teacher's Guide pp. 3, 12, 16, 26, 33, 38, 43, 44, 47, 51, 61, 69, 137, 148, 153, 171, 201, 220, 223, 228, 230, 239, 257, 258, 288, 291, 305, 306, 319, 331, 347 Main Ideas: 17, 82, 119, 132, 140, 155, 329, 354 Conclusions: 138, 187, 224, 240, 242, 316, 374 Recalling: 58, 67, 71, 72, 77, 79, 85, 89, 95, 97, 98, 105, 112, 116, 130, 136, 141, 156, 161, 163, 187, 191, 199, 202, 223, 224, 225, 234, 240, 255, 268, 386	Read and Tell 1, Teacher's Guide 8, 39, 51, 55, 72, 100-101, 114, 124-125, 250 Main idea of stories: 138 Read and Tell 2, Teacher's Guide 7, 17, 105, 117, 176, 185, 186, 222 Recognizing main idea: 42-43, 48, 50, 107, 175, 176, 236-237 The Turn The Page Books Fold-Out Books

OTHER RESOURCES	TEACHING IDEAS
Burton, V. L., <u>Mike Mulligan and His Steam Shovel</u> Daugherty, James, <u>Andy and the Lion</u> Keats, E. J., <u>Whistle For Willie</u>, <u>Goggles</u>, <u>Letter for Amy</u>, <u>Peter's Chair</u> McCloskey, R., <u>Make Way for Ducklings</u> Potter, B., <u>The Tale of Peter Rabbit</u> Rey, <u>Curious George</u> Sendak, Maurice, <u>Where the Wild Things Are</u> Slobodkin, <u>Caps for Sale</u> Vreeken, E., <u>The Boy Who Would Not Say His Name</u> Young, M., <u>Miss Suzy</u> Zion, Gene, <u>Harry, The Dirty Dog</u>, <u>No Roses for Harry</u>, <u>The Meanest Squirrel I Ever Met</u>	Read interesting, well-written stories to the children. (A few are listed at the left.) Discuss the characters, story sequence and conclusion after reading the story, either immediately or the following day.

OBJECTIVE	ALPHA TIME	MACMILLAN
7. Hear the following initial sounds and give word starting with the same sound: __p, __m, __s, __b, __t, __f	Teacher's Guide Mr. P-- 182, 183, 184, 185 Mr. M-- 50, 51, 52, 53, 54, 56, 58 Mr. S-- 191, 192, 194, 196, 198 Mr. B-- 164, 165, 166, 167, 169, 171, 174 Mr. T-- 60, 61, 62, 63, 64, 65 Mr. F-- 68, 69, 70, 71, 73, 74	Read and Tell 1, Teacher's Guide 142-143, 172, 199-200, 212, 234, 235, 236, 238, 256-257, 259 Read and Tell 2, Teacher's Guide 68, 73, 94, 95, 120, 143, 167, 169, 192, 193, 211-213, 224, 227-228 Pick 'n Play 11 (Pocket Vests) Pick 'n Play 16 (Sound Boards) Pick 'n Play 20 (The Clothesline) Pick 'n Play 22 (Letter Spin) Somemore 2, pp. 8-9

OTHER RESOURCES	TEACHING IDEAS
Oral English T 10, 31, 14, 43, 44, 22 (Student workbooks can be obtained from your first grade team. The workbooks can be used by students to cut out pictures for a particular sound, etc.)	Activity: Beginning Sounds Balance Objective: Recognize words that have same beginning sound Materials: One simple balance scale; pictures of objects that begin with two different sounds (like b and w), each mounted on three-by-five-inch cards. (Have considerably more cards that begin with one sound than the other.) Put one picture card from each beginning-sound group on each side of the scale. Have the children look at the pictures and name the objects. Shuffle the rest of the cards and place them face down. Have the children take turns picking one card at a time, naming it, and putting it on the side of the scale with the card that has the same beginning sound. After the cards are all sorted, the children can decide which pile of cards weighs more.
Explorations in Letters and Numbers. Denoyer-Geppert P-- p. 74 M-- p. 68 S-- p. 80 B-- p. 46 T-- p. 82 F-- p. 54	Activity: Musical Answers Objective: Recognize words that have same beginning sound Materials: None Tell the children that you are going to say some words, two at a time. Ask them to repeat the words after you. If the words begin with the same sound, have the children clap. If the words do not begin with the same sound, have the children tap one foot. You may begin with words such as the following: bat, cookie; bear, ball; cat, cape; moose, mouse; raft, daft; head, hair; seal, soap.
Explorations in Fine Motor Skills and Letter Printing Denoyer-Geppert P-- p. 74 M-- p. 68 S-- p. 80 B-- p. 46 T-- p. 82 F-- p. 54	Activity: Letter Bowling Objective: Identify phoneme-grapheme correspondences for initial consonants Materials: Five or more small plastic jugs with screw-caps; sand or gravel; basketball; marking pen; chalk Add a small amount of sand or gravel to each plastic jug and put on the cap. If they are not easy to knock over with a rolling basketball, invert them. Label each with a letter. Set up the jugs in a row about two feet from a wall and space them about one foot apart from each other. Make a chalk mark on the floor about ten feet from the jugs. Divide the children into two teams. Have them stand behind the chalk mark. Have the members of each team take turns rolling the basketball at the jugs, trying to knock one down. If a child knocks one down, he or she then reads the letter of the knocked-down jug and says a word that begins with the same sound in order to win a point for the team. He or she gets back in line whether a point is earned or not. The first team to reach ten points wins.
	Names two objects in the room (board, desk). Ask a student to touch the object whose name begins with the sound b. Repeat with other pairs and other sounds.

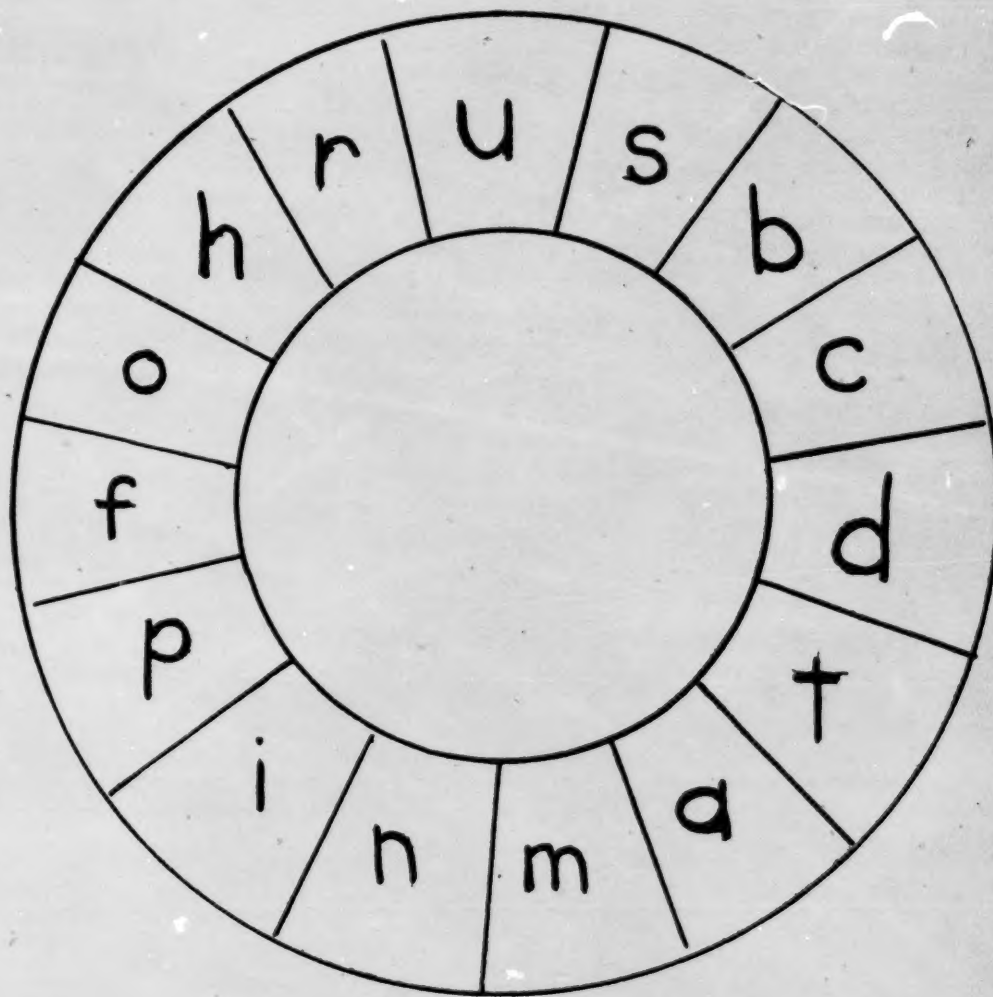
OBJECTIVE	ALPHA TIME	MACMILLAN

OTHER RESOURCES	TEACHING IDEAS
123	Consonant Collection - Using collection of small objects such as button, pin, pencil, soap, penny, miniature toys and animals, pupil sorts by initial sound into labeled cupcake tin (small size) or paper cups. Label tins with masking tape so that the letters can be changed. Re-label and use to give practice with blends and digraphs using new collection of objects (spool, clip, wheel, whistle, thimble, truck, etc.).
	Picture Lotto - Use lotto cards with pictures of items beginning with "Bb", "Mm", and "Dd"; and a supply of cover cards labeled "Bb", "Mm", or "Dd". The children say the name of the item and as they place the beginning letter over the picture they say the sound.
	Find it- Say it - All of the letters that represent all of the sounds learned thus far should be placed on the floor or placed standing up on the chalkboard ledge. The teacher or "it" says, "My sound is /p/, find it, say it." The children take turns finding the correct symbol and saying the sound. Circle Hop Any letters may be used. In this game children jump from one square to the next while music is playing. When the music stops each child makes the sound of the letter he is on. A number of children equal to the number of squares in the circle can play the game together.
	(cont. on next page) 124

OBJECTIVE	ALPHA TIME	MACMILLAN
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OTHER RESOURCES

TEACHING IDEAS



OBJECTIVE	ALPHA TIME	MACMILLAN
VERBAL SKILLS Demonstrate the ability to verbalize spontaneously using whole words, phrases, and complete sentences.	Teacher's Guide pp. 44, 86, 89, 94, 121, 132, 134, 141, 151, 158, 160, 181, 200, 223, 229, 243, 251, 256, 262, 287, 305, 318, 330, 355, 367 Describing: 2, 12, 58, 60, 131, 138, 151, 316, 317	Read and Tell 1 See Oral Language Development p. 291 in Teacher's Guide Read and Tell 2 See Oral Language Development p. 259 in Teacher's Guide See-Through Games Mix and Match Blocks Add A Picture Boards Put Together Boards Fold-Out Books You Tell Me Books Name and Know Books Turn The Page Books The Look and Listen Books

OTHER RESOURCES	TEACHING IDEAS
Kinder Owl Books Vocabulary Development Cards	Activity: TV Shows Objective: Dramatize story Materials: Discarded TV set with the insides completely removed; mirror slightly larger than the TV screen; heavy, wide tape; dress-up clothes and props Tape the mirror to the inside of the TV "shell" with heavy tape so that the mirror surface faces out. Let children dress up. Then have them turn the dials and pretend they are on TV. You might suggest that they act out their favorite television show or make up one of their own. Activity: Thumbs Up, Thumbs Down Objective: Use negatives Materials: None Have a small group of children sit in a circle. Ask them questions about their likes and dislikes that can be answered "yes" or "no." Have the children answer in a complete sentence, using a thumbs-up gesture for "yes" and a thumbs-down gesture for "no." Ask each child a question in turn. Examples: Suzie, do you like to eat old tennis shoes? No (thumbs down), I don't like to eat old tennis shoes! Jack, do you like to watch TV? Yes (thumbs up), I like to watch TV. Activity: Acorn Hunt Objective: Use words describing locations Materials: Acorns or another kind of nut Have half the class pretend to be squirrels and wait in the hall while the other half hide the acorns in the room. The acorns are to be hidden in, under, on top of, behind, below, on, or next to some other object. When all the acorns are hidden, the "squirrels" return. One of the other children gives a clue specifying where the squirrels may look, such as "Look for some acorns on top of things." When a squirrel finds an acorn, he or she names the object on top of which the acorn was found; for example, "I found this acorn on top of the chair seat." As the search progresses, let every child who is not a squirrel give a clue. When all the acorns have been found, let the other group pretend to be the squirrels. Conversations with other children and the teacher in a one-to-one relationship are excellent for promoting language development.

OBJECTIVE	ALPHA TIME	MACMILLAN
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OTHER RESOURCES	TEACHING IDEAS
131	Use the tape recorder to let the children hear their own speech. Record a personal interview with the student, asking leading questions. (This is helpful the first time they record if they can't think of something to say. A playback is helpful for recording the child's level or response for your records.) In a covered box place five or six small items that can be easily identified by their feel or shape. Show or tell the children what the items are. Cut a hole in the top of the box large enough for a child's hand to fit through. Select a child to put his hand into the box pick up an item, and try to identify it by feeling it. Explain that he should describe what he is holding without telling its name. Encourage the child to give as many clues as possible. Have others guess which object in the box the child is describing. Then have the child reveal the object. Continue in this way to have other children describe items in the box. Have a "Do Touch" bulletin board using various textured materials. Let the children verbalize about how the textures feel: rough, smooth, fuzzy, soft, etc. Re-create and express: A windy day i.e., different kinds of wind--strong and gusty, a dancing breeze; feeling a cold wind; enjoying a just-right wind. Arrange a sniff box with bottles containing different scents--vanilla, cinnamon, vinegar, perfume, etc. Ask the children what the smell reminds them of. Play "Little Lost Child." One child leaves the room and the teacher chooses another child to be the "little lost child." This child hides in the room. The child outside returns and chooses someone to describe the lost child to him. If he cannot guess, he goes to another child and asks them to describe the lost child. Play "Heavy, Heavy Hangs Over Your Head." Collect several items to be guessed as one child leaves the room. The child returns and students take turns holding one object over the child's head and describing it so he can guess what it is. Play word association games. The teacher says, for example: "Tell me all the words you can think of when I say boy." (money, camp. clothes, bicycle, etc.) 132₁

OBJECTIVE	ALPHA TIME	MACMILLAN
2. Makes meaningful comparisons of objects. 133		Read and Tell 1, Teacher's Guide 71-72, 152, 11, 15-16, 20, 175, 65-66, 3, 4, 39, 74 Read and Tell 2, Teacher's Guide 27, 29, 37, 39, 42, 48, 62-63, 64, 65, 87-88, 154, 156, 158, 160, 236-237, 77 You Tell Me Books Big or Little See-Through Games 134

OTHER RESOURCES	TEACHING IDEAS
Cont. Reader- 4C Readiness R(V.DIS) 13 R(V.DIS) 16; R(V.DIS) 17; R(REAS) 19 Language Development Cards No. 125-129 Explorations in Shape, Color, and Size TM pp. 78-85. Denoyer-Geppert	Dramatize one or two nursery rhymes--have a few properties available. Let the children use their imagination for the other properties. Use stick puppets. These are the simplest kind and can be made by the children themselves, using popsicle sticks. Hand puppets. Activity: Opposite Thinking Objective: Understand opposites Materials: None Begin by providing pairs of opposites and having the children give examples. You might say, "I'm thinking of something high and something low." (airplane, snail) I'm thinking of something rough and something smooth. (sandpaper, velvet) I'm thinking of a sweet fruit and a sour fruit. (pear, lemon) After the children have caught on, let them play the game in pairs. One child starts by saying, I'm thinking of big and little animals. Ready? Elephant! The other child must think of a little animal such as a mouse. If the child does, then he or she asks the other child a questions such as, I'm thinking of fast and slow things to ride in. Ready? Activity: Tubes, Drums, and Rockets Objective: Compare size and strength Materials: A dozen or more cardboard tubes of various sizes; paint; flat cardboard; scissors; white glue; tape measure; masking tape Collect and have children bring from home, a wide variety of cardboard tubes. First have the children sort them according to height. Then have them measure the girth of the tubes with a tape measure and arrange them by width. Have them check the measurements by seeing if they can fit the tubes inside each other in that order. Let them use a tape measure to compare their waist sizes with some of the biggest tubes. Throughout these activities, encourage children to use comparatives: tall, taller, tallest, big, bigger, biggest. Example: I am taller than this tube. My waist is bigger than this tube is wide. Bob is not taller than that tube. Then have the children make the tubes into drums by covering one end of each tube with a circle of cardboard cut to measure and glued in place. (Have them bang on drums to compare sounds if you wish.) Have the children make a multi-stage rocket by stacking the drums with the biggest on the bottom, and attaching them with masking tape. Have the children paint and decorate the rockets.

OBJECTIVE	ALPHA TIME	MACMILLAN

OTHER RESOURCES	TEACHING IDEAS
	Activity: Seed Sort Objective: Compare size and shape Materials: Seeds from various kinds of fruits and vegetables; seed packets or envelopes for each variety, with a picture of the seeds or two sample seeds taped on the outside; newspapers Spread the seeds on some newspaper. Mix them up. Have the children sort the seeds first by size, then color, and by other ways they may think of. Then let each child choose a seed packet or envelope and fill it with the seeds that match the picture on the outside. For some seeds you may want to provide pots labeled with a picture of the seed so the children can plant that seed in the pot. Ask the children to compare the appearance of two kinds of seeds. Encourage them to note details, and to use comparatives like big, bigger, and biggest. Activity: Who Does What? Objective: Use noun with correct verb form Materials: Magazine photos of people moving or performing similar activities, singularly and in groups Place the stack of photographs face down in the middle of a table. Have a small group of children take turns choosing a picture from the stack. Each time they pick out a picture have them tell what is happening, whether there is one person or several, and encourage them to describe the picture using complete sentences. Then have children compare pictures of an individual and groups doing the same things, and ask them to help complete statements such as The girl (walks), but the girls (walk). What is big? - Let one child at a time say: "I am big. Can you see something that is bigger than I?" In turn the children locate something visible and say: "A window is bigger than Charles." "A door is bigger than the window." "The floor is bigger than the chalkboard." Vary the game with "I am tall," "I am small," etc. Make What Is Big? and What Is Small? books- Have children make paintings that include two or more objects of different sizes. They can dictate sentences which reflect their understanding of size and how to describe it. After the sentences have been copied on the paintings or on strips to be attached to the paintings, the pages can be bound into books for the children to enjoy.

OBJECTIVE	ALPHA TIME	MACMILLAN

OTHER RESOURCES	TEACHING IDEAS
	Sorting objects - Sorting objects according to size can aid children to develop the concept of big and little. Muffin tins can be used as containers for sorting objects such as buttons, nuts or bolts, etc. When children have completed the activity, lead them in a discussion about the sizes of the objects they have grouped emphasizing their use of the terms <u>big</u> and <u>little</u>. Let the children imitate--be "big as an elephant," move as "slowly as a snail," be as "small as an ant." Ask two children to stand in front of the group. Encourage the others to discuss ways in which the two are alike or similar, as well as individual characteristics of each. Let the children suggest various means they use to identify people they know: hair styles; clothes; facial expressions; voice; missing teeth. The conversation may be extended to include landmarks that show the way home; comparison of animals; comparison of plants. If a screen is available, several children may stand so that only the top of their heads or hands or feet show. Discuss the fact that more than one clue may be necessary for proper identification. Activity: The Nose Knows Objective: Classify by smell Materials: One large piece of chart paper; crayons; baby-food jars or other small jars; small pieces of paper; paste; a variety of items with distinctive odors, such as mothballs, cheese, coffee, tea, pepper, vinegar, soap powder, lemons, and cinnamon Divide a large piece of chart paper into five or six columns, one column for each item the children will be smelling. Label the chart Things We Like to Smell, and print the name of each item at the top of a column. Put things like coffee, pepper, vinegar, and soap powder in small jars to prevent them from being spilled. Give the children several small pieces of paper that are the same width as the columns, and let them print their names on the papers. Then let one child at a time try smelling each thing. If the child likes a smell, he or she pastes his or her name tag in the appropriate column. When the group is finished, discuss the various smells and the children's preferences among them. Since this chart will look somewhat like a bar graph when finished, you may want to call the children's attention to the fact that the longest "bar" means that the most people liked that smell.

OBJECTIVE	ALPHA TIME	MACMILLAN
3. Recite a 4-line nursery rhyme, finger play, or song.	Teacher's Guide pp. 20, 23, 30, 31, 38, 40, 88, 98, 99, 101, 103, 107, 108, 110, 111, 122, 134, 165, 174, 175, 192, 194, 208, 214, 247, 250, 259, 264, 285, 324, 345, 349, 356, 361, 376, 382	
4. Interpret pictures, getting main ideas, yet seeing details.	Teacher's Guide Picture Reading: 7, 11, 14, 17, 19, 28, 29, 35, 46, 77, 82, 87, 94, 95, 103, 128, 230, 232, 255, 288, 293, 382 Noting and Locating Details: 7, 14, 17, 19, 20, 29, 35, 56, 59, 77, 82, 94, 95, 103, 128, 131, 151, 152, 187, 232, 236, 255, 283, 288, 300, 327, 330, 340, 342	You Tell Me Books Fold-Out Books The Turn The Page Books Read and Tell 1, Teacher's Guide 7-8, 37, 65, 89, 90, 118, 137, 193, 209, 217 Read and Tell 2, Teacher's Guide 3-4, 25-26, 55-56, 81-83, 104, 111, 129, 146
5. Ask questions using the following introductory words: a. who b. what c. when d. where e. why f. how	Teacher's Guide Question Words 331, 332, 333	Read and Tell 1, TG 244-245, 246, 262, 270 Read and Tell 2, TG 25-26, 43, 107, 175, 178, 180-181, 199-201 What Happens Next Boards You Tell Me Books The Fold-Out Books

OTHER RESOURCES	TEACHING IDEAS
Language Development Cards No. 109-118 Kinder Owl Books	Say Mother Goose rhymes that are familiar. Have children say some that they know. Tape record verses when they are ready, then let the child listen to himself. See Math Continuum for finger play ideas. For practice in literal picture reading, ask "What do you see in the picture?" Have the children enumerate all the objects seen in the picture, then recognize and name simple actions portrayed. To stimulate interpretive picture reading, ask: "What is happening in the picture? Can you tell me the story of the picture?" Let the child study appropriate comic strips and then verbalize what he thinks the characters are saying. "Peanuts" and other similar strips are good for this. Activity: Curious Cats Objective: Ask questions Materials: Two paper bags; objects like toy cars, a dried sunflower, a paper cup, an apple, a rock Divide the children into two teams. Give each team a paper bag with one object inside. Have the children pretend to be "Curious Cats" and find out what is in the opposing team's bag by asking questions that can be answered with "yes" or "no." Have each team look at its object and then close the bag. Then, alternating teams, let each child ask one question, such as, Is it light as a feather? Is it red? Will it fit in a pocket? The first team to find out what is in the other team's bag is the winner.

OBJECTIVE	ALPHA TIME	MACMILLAN
6. Tell a simple personal experience story in sequence.	Teacher's Guide pp. 116, 131, 151, 202, 300, 328	Read and Tell 1 TG Creating Story Sequence 138, 140, 194, 246 Sentences to be written 4, 38, 39, 221 Telling Stories 109, 161, 196, 238 Read and Tell 2 TG Dictating sentences and statements to be written 4-5, 26, 86, 118, 152 Dictating stories to be written 60, 82-83, 105, 117, 129, 176, 201, 220 Dramatizing stories 105, 107, 116-117, 118, 129, 175-176 Telling stories 48, 60, 88, 125, 146, 187, 195, 222, 237 Telling stories with beginning, middle, and end 116-117, 118, 175-176, 177, 178, 186, 187, 220, 222, 236-237

OTHER RESOURCES

TEACHING IDEAS

Utilize incomplete stories. For example, set up a situation which could happen to a child and let him supply the likely ending. Or read parts of a story, then have the child tell how he thinks the story will end.

Have the child leaf through a story and look at the pictures. Have him tell what he thinks the story is about.

Let the child dictate short sentences about himself. The teacher writes the sentences on a chart table with a felt pen. A photograph of the child or a picture he has drawn of himself may be posted on his story.

Let a child tell a story about a picture, or about his drawing or painting. Write down what is said, either on the picture or on sentence strips.

Write experience charts based on some experience which the children and teacher have had or are having together. This can be printed on the chalkboard first, then transferred to chart paper at the teacher's convenience. These experience charts have real meaning for the children because they are putting their thoughts into words (use child's own words) and because they are beginning to associate the printed words with the first-hand experiences they have had. It also teaches left-to-right eye movement, how to go from end of one sentence to the beginning of next sentence, top to bottom progression and sentence sense, among many other skills.